

Inspection of Radmoor Day Nursery & Annexe

Radmoor Road, Loughborough, Leicestershire LE11 3BT

Inspection date: 18 April 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children arrive at the nursery happy and excited for their day. The enthusiastic staff welcome them warmly with open arms. Children confidently enter the well-thought-out and inviting environments that staff plan around children's needs and interests. Two- and three-year-old children thoroughly enjoy listening to staff reading 'The Three Little Pigs' in an animated way. While exploring a range of resources associated with the book, children giggle when staff drizzle straw on their heads. Children are learning to be kind and caring to their friends. They recognise when their friends are struggling to use scissors and offer to show them how to hold and cut with them. Staff boost children's self-esteem by thanking them for their kindness.

Pre-school children show a desire for learning new knowledge, such as when staff encourage them to identify and name some signs of spring in pictures. They confidently recognise blossom and learn new words, such as 'crocus'. Staff encourage children to continue this learning as they explore the forest area, looking for signs of spring. As children move through the nursery, they make good progress in their learning and development as staff understand the nursery curriculum. Staff know what children need to learn next. For example, they encourage babies to pull themselves up to standing to support their physical development. They encourage two- and three-year-old children to develop their fine motor skills as they support them to learn how to cut up their own fruit at breakfast time.

What does the early years setting do well and what does it need to do better?

- The management team is highly motivated. Staff are highly valued and there is a strong culture of continuous improvement, which is embraced by all staff. Everyone engages in training to boost their skills and knowledge. Staff morale is very high, and they are eager to make the most of every opportunity to enhance the provision for children.
- Staff plan a strong curriculum for children to ensure that they have continuous access to familiar resources and can make independent choices about what they want to play with. However, staff do not always develop children's concentration and curiosity as they explore and follow their own interests. For example, children play with wheelbarrows, rocks, sticks and branches. Staff approach the children briefly but do not interact fully with them. The children soon become disengaged and move on to something else.
- Children enjoy daily fresh air and exercise. Staff provide excellent support for children's physical development. Children have opportunities to practise their balancing skills as they whizz around the outdoor space on wheeled toys.
- The secure emotional bonds between the staff and children are clear to see.

This is particularly evident in the baby rooms where the relationships provide superb security for the babies. Calm and considerate staff cherish and form close bonds with the babies. Babies enjoy the frequent cuddles and comfort that they receive from staff as and when needed.

- The management use additional funding thoughtfully. They spend money on providing children with enhanced resources to supplement their physical development, such as introducing an indoor trampette. Staff have also used additional funding to extend children's knowledge of the natural world and the wider community by taking them on a bus to a local farm park.
- Staff have high expectations for children's behaviour. Children are aware of what staff expect of them. When children struggle to share, staff use consistent strategies, such as suggesting the use of a five-minute timer to help children to take turns with the toy. Children react positively to staff's support and behave well.
- Staff accurately assess what children can do. They use this information when deciding what children will learn next. Staff spot when children need extra help in their learning. They act quickly to ensure that they include all children and meet their individual needs. The special educational needs coordinator and manager work closely with staff and other professionals to ensure that children with identified needs are fully included and have the same opportunities as their peers.
- Partnerships with parents are extremely strong. Parents are delighted in their choice of nursery for their children and comment on the progress that their children make. Many have used the nursery for several years to care for their growing families, and truly appreciate the guidance and support that staff provide.

Safeguarding

The arrangements for safeguarding are effective.

Staff can recognise the signs of abuse. They are vigilant and understand how to identify children who might be at risk of harm. Staff know what action they must take if they are concerned about a child's or colleague's behaviour or welfare. The suitability of staff is assured by management through robust recruitment and induction procedures. All staff who work in the nursery have a Disclosure and Barring Service check and their ongoing suitability is monitored. Children learn how to confidently manage safety risks for themselves. They listen to and follow staff's instructions as they carefully hold and carry scissors.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- strengthen staff interactions to enhance and extend children's concentration and

curiosity even further during spontaneous play experiences.

Setting details

Unique reference number	223262
Local authority	Leicestershire
Inspection number	10276675
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 11
Total number of places	60
Number of children on roll	158
Name of registered person	Loughborough College of Further Education
Registered person unique reference number	RP517267
Telephone number	01509 515456
Date of previous inspection	27 July 2017

Information about this early years setting

Radmoor Day Nursery & Annexe, located in Loughborough, Leicestershire, registered in 2000. The nursery employs 43 members of childcare staff. Of these, 26 hold an appropriate early years qualification at level 3 and above. The nursery opens from Monday to Friday, all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Sharon Alleary

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager, the assistant manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children and staff spoke with the inspector during the inspection.
- The inspector observed the quality of education being provided indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out several joint observations of activities with the manager, the deputy manager and the assistant manager.
- The inspector spoke to several parents during the inspection and read written testimonials. The inspector took account of their views.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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